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ABSTRACT

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module is designed to help the new teacher or teacher in training to develop a rationale for vocational student organizations and knowledge of how to use their activities to motivate student learning. The module consists of a terminal objective, two enabling objectives, a list of resources, and three learning experiences. Each learning experience contains an overview, enabling objectives, several activities with information sheets, and a feedback section for the student to evaluate his/her performance. The final experience of the module requires the student teacher to demonstrate his/her personal philosophy concerning vocational student organizations as he/she works with an actual organization. (KC)

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ED249373

Develop a Personal Philosophy Concerning Vocational Student Organizations

Second Edition

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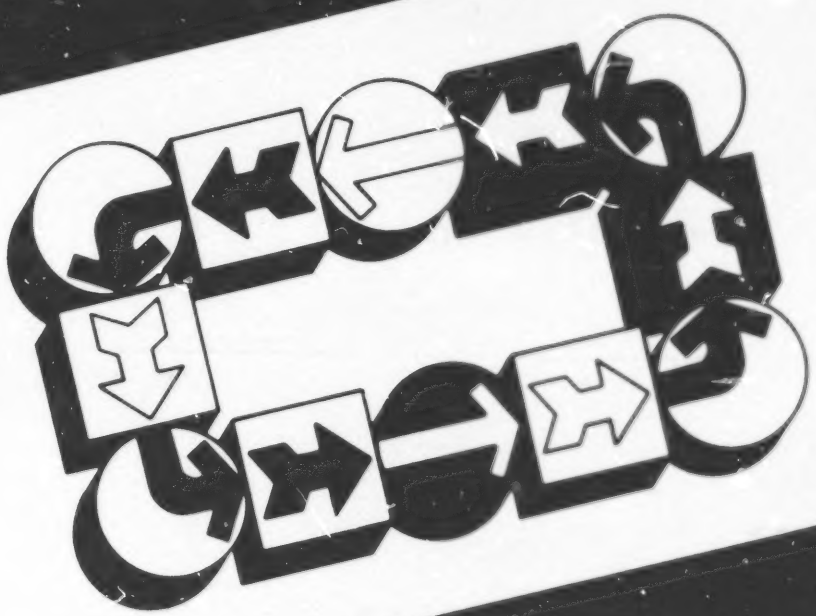

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center · Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
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- Conducting leadership development and training programs

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The National Institute for Instructional Materials
120 Driftmier Engineering Center
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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE

H-1

Develop a Personal Philosophy Concerning Vocational Student Organizations

Second Edition

Module H-1 of Category H—Vocational Student Organization
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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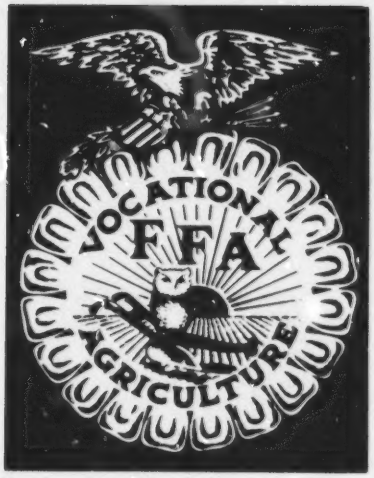

VOCATIONAL
FFA
AGRICULTURE

INTRODUCTION

The importance of vocational student organizations has received increasing emphasis from both vocational teachers and administrators. This emphasis has been generated by a growing recognition that vocational student organization activities are a vital part of the vocational curriculum.

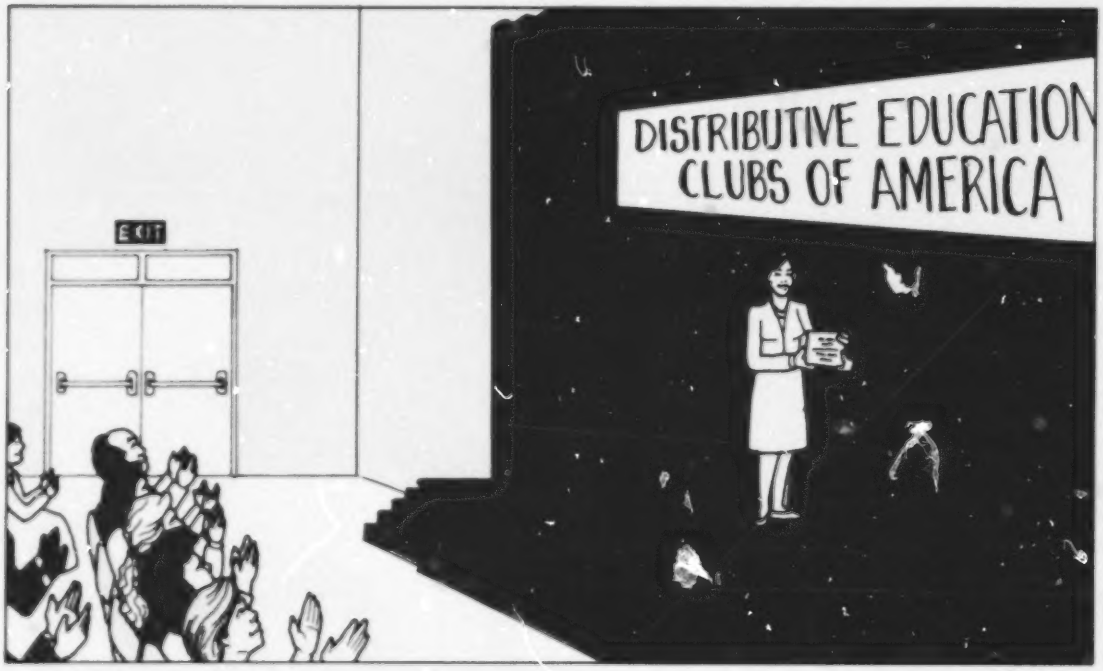
These activities are not extracurricular, like those of many other student organizations, but intracurricular. They provide experiences that help students develop the attitudes and values they need for social and occupational success.

Vocational student organizations serve another important purpose. They motivate and stimulate student learning in the classroom. The activities of these organizations add a spark of interest, encourage students to supplement classroom knowledge, and provide a desirable atmosphere for learning. New enthusiasm and zest for learning have been recognized as a direct result of successful and well-organized vocational student organization programs.

However, successful programs do not become so by accident. They result from hard work and dedication and, more important, from the vocational teacher's belief in their purpose—a belief that vocational students need leadership experiences and that the vocational curriculum has a responsibility to provide these experiences for students.

This module is designed to help you develop a rationale for a vocational student organization and a knowledge of how to use its activities to motivate student learning. It is expected that you will begin to understand that **your** attitude toward the activities will influence the way that your students participate in the organization and the benefits they receive from it.

A philosophy becomes meaningful only when it is put into practice. Thus, the final experience of this module requires you to demonstrate your personal philosophy concerning vocational student organizations as you work with an actual organization. Therefore, it is strongly recommended that you complete this module in conjunction with one or more of the other modules in the H category.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as an advisor in an actual teaching situation, develop a personal philosophy concerning vocational student organizations. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes, goals, and values of a vocational student organization in your service area (*Learning Experience I*).
2. After completing the required reading, prepare a written philosophy for a vocational student organization in your service area (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Reference: The official handbook for the vocational student organization in your service area.

Optional

A vocational student organization advisor with whom you can consult.

Vocational student organization members whom you can interview.

Learning Experience II

Optional

A vocational student organization advisor and/or peers to review your written philosophy for a vocational student organization.

Learning Experience III

Required

An actual teaching situation in which you can develop a personal philosophy concerning vocational student organizations.

A resource person to assess your competency in developing a personal philosophy concerning vocational student organizations.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

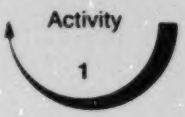
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

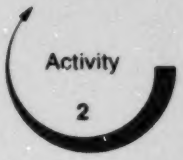
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purposes, goals, and values of a vocational student organization in your service area.



You will be reading the information sheet, Vocational Student Organizations, pp. 6–12.



You will be reading relevant sections of the official handbook for the vocational student organization in your service area.

You may wish to meet with an advisor of a vocational student organization in your service area to discuss his/her philosophy for the organization.

You may wish to interview students involved in a vocational student organization concerning their views on its purposes and benefits.

You will be demonstrating knowledge of the purposes, goals, and values of a vocational student organization by completing the Self-Check, pp. 13–14.

You will be evaluating your performance by comparing your completed Self-Check with the Model Answers, p. 15.

Activity 1

Perhaps you've thought of a vocational student organization as just another club to keep students busy and entertained after school. Its purpose is far more substantial than that. By reading the following information sheet, you'll learn about why these organizations are needed, what their objectives and purposes are, and how your students can benefit by being active participants. This should help you in developing your own thinking about vocational student organizations.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational student organizations are national organizations with local (and often state and regional) chapters. Each organization is linked with an occupational area: marketing and distributive education, home economics, business office education, and so on. The linkage is not casual. These organizations are intended to function as an integrated and essential part of the educational program. They are intended to supplement, enrich, and strengthen the curriculum.

The goal of vocational education is broader than teaching students an occupation. Students need to learn not only how to earn a living, but how to live a satisfying, meaningful life. They need to develop decision-making skills, social skills, positive attitudes, and stable and productive values if they are to be successful as employees and as citizens of their community.

For a vocational instructor, teaching is more than the act of instruction. It cannot be reduced to something you do in the classroom or laboratory—a technique or a procedure—because it involves your total influence on students' lives. Vocational-technical education has a responsibility to provide each student with the kinds of experiences he or she needs to develop an identity—as a worker, as an individual, and as a member of a family, a community, and a society.

Therefore, teaching is the kind of example that you as a vocational teacher set—by your **actions** as well as by your words. Your interests, attitudes, appreciations, ideals, biases, habits, and life-style have an important effect on the personal development of your students.

Objectives of the Organizations

Although specific goals and objectives vary from one organization to another, in general all have similar overall purposes. Primary among these purposes is to develop students' **leadership skills.** In addition, the development of the **student as a citizen**—a responsible, contributing member of society—is considered to be important.

The organizations provide students with an opportunity to function as junior members of the profession—with chances for practical application of the skills learned in class and for interaction with others in the occupational area, both students and professionals. Providing service, developing decision-making skills, building confidence, developing a respect for the occupation and its code of ethics—these goals and more are typically part of all vocational student organizations.

Structure of the Organizations

In each vocational student organization, the national organization helps provide a unified philosophy and structure for each chapter. It also generally produces written guides for advisors, student handbooks, and promotional materials. The organization may, in addition, sponsor leadership development conferences and/or contests or award programs. Sample 1 lists some of the existing organizations and describes their purposes and activities.

These organizations are nonprofit; they are supported primarily by dues, which are paid by students to the local chapter and forwarded to the state and national associations. Payment of national dues entitles members to participate in sponsored activities and to receive a subscription to the official student magazine or newsletter.

SAMPLE 1

VOCATIONAL STUDENT ORGANIZATIONS

American Industrial Arts Student Association (AIASA)
1908 Association Drive
Reston, VA 22091

(703) 860-9000

AIASA was founded for students in industrial arts programs in 1978 and operates primarily at the elementary, junior high, and high school levels. Its goals are to assist students in making informed career choices and to help prepare them for entry into advanced trade and industrial or technical education programs. AIASA activities include (1) opportunities for students to meet with and work with leaders from industry, (2) state leadership training for state and local officers, and (3) projects, competitions, and awards.

Distributive Education Clubs of America (DECA)
1908 Association Drive
Reston, VA 22091

(703) 860-5000

DECA is an organization for future leaders in marketing and distribution. Memberships in the following divisions are available: high school, two-year postsecondary, college, alumni, and professional. Its purposes are (1) to develop a respect for education in marketing, which will contribute to occupational competence; and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. DECA activities include creative marketing projects, civic-related activities, opportunities for state and national recognition, district leadership conferences, and a wide range of competitive activities.

Future Business Leaders of America–
Phi Beta Lambda, Inc. (FBLA–PBL)
P.O. Box 17417 – Dulles
Washington, DC 20041

(703) 860–3334

FBLA is the national organization for all high school students enrolled in business and office programs; PBL serves the same function for students at the postsecondary level. Their goals are to (1) develop business leadership, (2) understand American business enterprise, (3) ease the transition from school to work, (4) establish career goals, (5) encourage scholarship, (6) promote efficient financial management, and (7) develop character and self-confidence. Members can participate in state and national conferences, leadership workshops, and a variety of team and individual competitive events. Selected activities involve students in cooperative school-community-business tasks on the local, state, and national levels.

Future Farmers of America (FFA)
National FFA Center
P.O. Box 15160
Alexandria, VA 22309

(703) 360-3600

FFA is a voluntary vocational organization open to all students enrolled in agricultural education, primarily at the secondary school level. Stated briefly, FFA goals include leadership, citizenship, character, scholarship, cooperation, service, thrift, patriotism, recreation, improved agriculture, and community development. Members learn through active participation how to conduct and take part in public meetings, how to speak in public, and how to take a leadership role in their school and community. Leadership conferences and a wide range of contest and award programs are designed to challenge members.

In 1979, a new organization, the National Postsecondary Agricultural Student Organization, was formed to serve students at that level. The national advisor for this group is Byron Rawls, also national advisor for FFA. Information is available by contacting him at the national FFA address.

Future Homemakers of America/Home Economics
Related Occupations (FHA/HERO)
2010 Massachusetts Avenue, NW
Washington, DC 20036

(202) 833-1925

FHA and HERO are designed for students of comprehensive and occupational home economics. FHA chapters place major emphasis on consumer education, homemaking, and family life education, combined with exploration of jobs and careers. HERO chapters place major emphasis on preparation for jobs and careers, with recognition that workers also fill multiple roles as homemakers and community leaders. According to National Headquarters, FHA (1) provides opportunities at national, state, and local levels for student initiative and directive in planning and carrying out individual and chapter projects; and (2) emphasizes personal growth and the individual's desire to work toward change rather than toward a symbol of recognition, award, or a status.

Health Occupations Students of America (HOSA)
1601 Milltown Road, Suite 7
Wilmington, DE 19808

(302) 995-6020

HOSA is a national vocational organization for secondary and postsecondary students enrolled in health occupations education. HOSA members (1) learn how to communicate more effectively with people; (2) discover more about health care issues and concerns at the local, state, and national levels; (3) involve themselves in community health care and education projects; (4) develop confidence in their ability to make a career choice; (5) meet new people and share ideas at state and national conferences; (6) participate in state, regional, and national competitive events; and (7) work with health professions organizations in promoting health careers.

Office Education Association (OEA)
1120 Morse Road
Columbus, OH 43229

(614) 888-5776

OEA serves students enrolled in secondary and postsecondary business and office occupations. Its purposes are (1) to develop dynamic, responsible leadership abilities by participation in vocational education, civic, recreational, and social activities through the use of democratic processes; (2) to assist students in establishing realistic employment objectives; (3) to promote high standards in ethics, workmanship, and social relationships necessary for mature citizenship; and (4) to develop better relationships among students, teachers, parents, and the business community. The program of activities includes conventions and competitive events.

Vocational Industrial Clubs of America (VICA)
P.O. Box 3000
Leesburg, VA 22075

(703) 777-8810

VICA is for full-time preparatory students in secondary and postsecondary vocational courses in trade, industrial, technical, and health education. VICA's list of goals and purposes is long, including such items as (1) to provide opportunities for service; (2) to teach democratic processes; (3) to teach how to live with others; (4) to develop leadership; (5) to foster respect for the dignity of work; and (6) to promote high standards in work ethics, craftsmanship, scholarship, and safety. Members participate in leadership development activities, workshops, conferences, service projects, and contests at the local, state, and national levels.

OTHER ORGANIZATIONS WITH POSTSECONDARY STUDENT MEMBERSHIPS

American Criminal Justice Association–
Lambda Alpha Epsilon
P.O. Box 61047
Sacramento, CA 95860

(916) 484-6553

International Food Service
Executive's Association
111 East Wacker Drive, Suite 600
Chicago, IL 60601

(312) 644-6610

American Veterinary Medical Association
930 North Meacham Road
Schaumburg, IL 60196

(312) 885-8070

Administrative Management Society
Maryland Road
Willow Grove, PA 19090

(215) 659–4300

National Organization of Human Services
P.O. Box 999, Loretto Station
Denver, CO 80236

(303) 341-0158

American Society of Medical Technologists
330 Meadowfern Drive
Houston, TX 77067

(713) 893-7072

Additional support comes from contributions from foundations and from business and industry. For example, as part of the Future Farmers of America (FFA) competitive program, more than 78,000 members per year are recognized for outstanding achievement in activities related to agricultural career and leadership development. Funds for FFA awards are provided by the more than 700 businesses, organizations, and individuals that sponsor FFA programs through the National FFA Foundation, Inc. The FFA Foundation provides nearly half a million dollars to make incentive awards available to deserving FFA members.

A third potential source of funds is the federal government. Activities of vocational student organizations were identified as eligible for funding under the Vocational Education Amendments of 1976.

The local chapters of these organizations are student-run. Student officers are elected, and they and the membership determine the program or projects and activities—consistent with national goals and purposes—that the chapter will undertake—with support and guidance from a faculty advisor. The program of activities for the year determines funds needed and, on that basis, fund-raising activities are planned and carried out by the membership. Each chapter is self-defining and self-supporting—within the guidelines set by the national organization.

These organizations are extremely vital, especially for students at area vocational-technical schools (AVTSs). Frequently, these students are unable to participate in any of the usual club and team activities at the home school because of their schedules and time spent at the AVTS. Opportunities for membership and leadership can thus be limited. Vocational student organizations fill this void.

At the postsecondary level, there are additional concerns. For the most part, vocational student organizations have not taken hold at this level the way they have at the secondary level—for a variety of practical reasons. The student population at this level is not as stable: students can enroll for a term and then drop out—temporarily or permanently. In addition, many have families or jobs that require their time. And finally, many of these students commute—sometimes long distances.

For these reasons, participation in an extra activity is not as easy. And maintaining a permanent organization with a transient membership is difficult, if not impossible. For student organizations to flourish at this level, the unique scheduling needs of these students must be considered.

Student Needs

The objectives in sample 2 illustrate typical goals of vocational student organizations. These objectives are worthwhile in that they reflect many of the personal qualities valued by our society. But they are worthwhile in another way. They are designed to meet the special needs that students have during adolescence and young adulthood. This is typically a time of tension, crisis, and rapidly changing development. It is characterized by a number of problems, including the following.

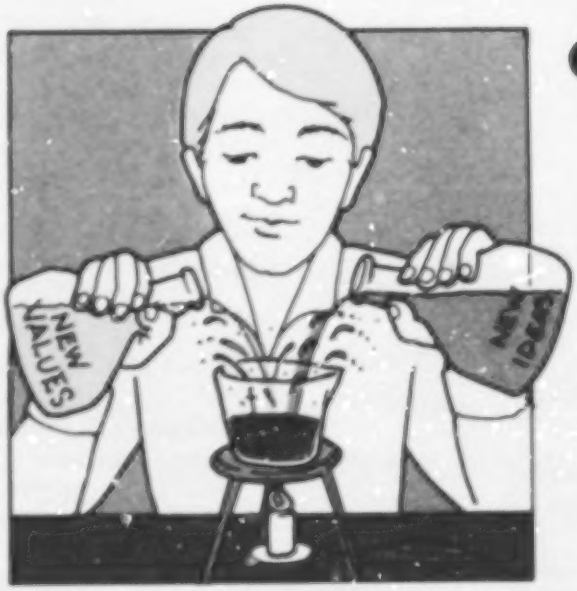
Loss of identity. Adolescents and young adults are midway between childhood and mature adulthood. They can no longer accept the identity they had as children, but they have not yet found their identity as adults. They tend to identify with close friends or peer groups, or with select heroes or superstars.

Feelings of low self-esteem. This is also a time when students begin to assume adult responsibilities. Parents, teachers, and other authority figures are no longer simply models they admire and respect, but people they rival for status and power. At this age, students tend to compare themselves to adults and to experience feelings of self-conscious inadequacy. Their feelings toward themselves are mirrored in their critical attitudes toward others.

Students desperately need acceptance and approval from each other and from understanding, empathetic adults during this period. They may try to compensate for their self-perceived inadequacies by excelling in one special area of interest.

Feelings of inadequacy in social skills. As students begin to date and interact socially, they are often unusually concerned about their appearance and attractiveness and insecure about their behavior with others. They need close relationships with both male and female friends, but frequently they feel self-conscious and awkward in relating to others.

Ethical and moral confusion. Young people often reject the values of their parents and the traditional mores of society, and adopt new values and ideas. If they are not given enough freedom or support, their rejection of established standards and belief systems can create considerable conflict at home and at school. They need guidance in experimenting with new values and standards, so that they will value appropriate standards of behavior and learn that there are some necessary limitations on their freedom.



Feelings of powerlessness. Young people at times feel victimized by rules and laws, particularly when they have little or no control over them. They need practice in making decisions. They need to have a voice in community, state, and national issues so that, as mature citizens, they will be capable of managing their own affairs and taking responsibility for their own welfare.

Benefits of the Organizations

A teacher who is sympathetic and understanding can help students just by listening to them and giving them encouragement. But sympathy and understanding are not equivalent to experience. Only through practice in real-life situations can students develop interpersonal and leadership skills. Vocational student organization activities benefit students in a number of different ways, as follows:

- The organization provides a variety of activities so that every student can participate in a stimulating, challenging endeavor that gives him/her a sense of accomplishment and pride.
- Participation in the organization gives students practice in working together as a team. They learn to develop a sense of pride in each other, as well as in themselves. Students learn to praise each other and to accept praise from their peers as well.

SAMPLE 2

VOCATIONAL STUDENT ORGANIZATION OBJECTIVES

Through the activities of the student vocational organization, students will have an opportunity to do the following:

- Improve and maintain their feelings of self-esteem
- Better understand their own behavior and their problems
- Develop pride in their chosen occupation and in vocational education
- Learn the value of education in terms of living a healthy, productive life
- Appreciate the values of their peers, families, and society
- Develop a feeling of cooperation, brotherhood, and good will toward others
- Understand the role and importance of America's workers and take pride in belonging to the American work force
- Accept the need to conserve human and natural resources
- Develop leadership skills in public speaking and parliamentary procedure

- The advisor of the organization and other vocational teachers get to know students on a personal basis through chapter activities. The extended relationship benefits students in two ways: (1) students have an opportunity to relate to teachers as friends and to find the acceptance and respect they need from adults; and (2) students learn, from the advisor's example, the values, beliefs, and attitudes toward their work in the organization that they will later apply to their work in an occupation.
- Through the organization, students meet others that they can identify with or admire. In striving to become like those they meet through the organization, students realize worthwhile personal objectives.
- The organization provides recreational and social activities that encourage students to develop wholesome relationships with others and desirable social skills.
- Through the example of moral and ethical behavior that the advisor and other teachers in the organization set, students develop their own moral and ethical standards. As they begin to take more and more pride in the organization, they grow increasingly aware of the benefits of other social organizations that have similar values.
- The organization is built on democratic principles in that students have an important voice in the organization. Conflicts that arise between students and adults can be resolved in an orderly, democratic manner. The control that students have over the organization minimizes their feelings of rebellion against rules and authority.
- Students learn that the advisor, other teachers, and school officials are eager to help them accomplish their objectives.
- Students learn that their ideas and plans are important as they see them realized through the organization.
- The activities of the organization offer numerous opportunities for students with special/exceptional needs to experience success, take on leadership roles, and gain the acceptance of their peers.

As does any other teaching endeavor, vocational student organizations have their limitations. Joining an organization will not automatically change a reluctant learner into a hard-working student, nor an introvert into a dynamic leader. Some students may devote so much time and energy to the organization that their regular vocational study is badly affected. Too much emphasis on the **competitive** aspects of the organization's activities could negate the goals of **cooperation** and **teamwork.** You must seek to maximize the values of the organization and be alert to conditions that may distort its purposes.

An effective vocational student organization, with well-planned activities, is invaluable in helping students to develop a strong sense of identity, a good self-concept, healthy relationships with others, a firm belief in moral and ethical values, and a mature sense of independence and self-control. As a vocational instructor, you need to encourage students to participate in the kind of activities that will help them attain these objectives.

But, in the final analysis, vocational student activities will only be successful to the extent that you become personally involved in them and support the organization through deed as well as word. The way to carry out your responsibilities in the organization—orienting students to the purposes and activities of the organization, preparing them for leadership roles, assisting them in planning and carrying out a worthwhile program of activities, and so on—will **demonstrate your philosophy** toward the organization. Your personal beliefs, attitudes, and values will be made clear through your work as an advisor to a vocational student organization.

Activity 2

Obtain a copy of the official handbook for the vocational student organization in your service area. Then, carefully read any sections that pertain to the purposes, goals, and values of the organization, and the responsibilities of the advisor. Skim the remainder of the handbook as necessary to get an overview of the activities of the organization and an idea of what is involved in being an advisor.

Optional Activity 3

For firsthand information about the advisor's role in a vocational student organization, you may wish to arrange through your resource person to talk to an advisor of a vocational student organization in your service area. During your discussion, you may want to ask the advisor to discuss his/her views on the following issues:

- The role of the vocational student organization in the total education of vocational students
- The objectives of the organization
- The benefits that he/she has received from being an advisor to the organization
- His/her philosophy of what the organization should be doing and how it should serve students

Optional Activity 4

Since vocational student organizations are designed for and centered around students, you may want to arrange through your resource person to interview some students who are involved in organization activities to ask them about the following:

- The benefits they receive from belonging to the organization
- The role of the advisor in their organization
- Their role in the organization

The following items check your comprehension of the material in the information sheet, Vocational Student Organizations, pp. 6–12, and in the handbook of the vocational student organization in your service area. Each of the six items requires a short essay-type response. Please respond fully, but briefly.

SELF-CHECK

1. What is the purpose of a vocational student organization?

2. What are the objectives of the vocational student organization in your service area?

3. What is the role of a vocational student organization in the total education of vocational students?

4. What is the relationship between the objectives of the vocational student organization and student needs?

5. How does having a strong sense of identity, a good self-concept, healthy relationships with others, and so on, motivate student learning?

6. Why should a vocational teacher become involved in a vocational student organization?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The purpose of a vocational student organization is to provide learning experiences that enable students to develop the leadership and social skills they need to be successful in their occupation and in their personal lives. These programs give students an opportunity to propose, plan, and conduct activities that develop their interests, attitudes, appreciations, values, and abilities.
2. Refer to the official handbook of the vocational student organization in your own service area.
3. The program of a vocational student organization is an integral part of a vocational student's total education in that vocational education involves much more than simply learning occupational skills. Vocational education has a responsibility to prepare students to live satisfying lives—to develop their full potential in citizenship, leadership, and character.
4. Young people often have a weak sense of identity and a poor self-concept. They can feel inadequate socially or be confused about their moral and ethical values. Because they are not yet mature adults, they may not have an equal voice in determining the rules and laws by which they live.

   The activities of the vocational student organization are designed to offer vocational students an opportunity to do something challenging, to take pride in their accomplishments, and to feel worthwhile and valuable as members of the organization. The vocational student organization encourages students to develop wholesome relationships with others and desirable social personalities.

   Through their associations with students, teachers, and others involved in the organization, students learn appropriate moral and ethical values. Because the organization is student-centered, students have an important voice in it, and they learn how to achieve their goals through democratic methods.
5. The social and academic benefits of the vocational student organization cannot be separated, because a student who is unhappy in his/her personal life will have difficulty in functioning effectively in the classroom. As students become more mature and responsible in their personal lives, they become increasingly committed to their occupational goals and, therefore, more interested in learning in the classroom or laboratory.
6. A vocational teacher who supports the vocational student organization in word only is not really demonstrating involvement in the organization or concern for students. Students learn what the teacher believes in and values by what the teacher does.

   By being actively involved in the organization, a teacher demonstrates concern for students and sets an example of real commitment and dedication to worthwhile goals. The example that the teacher sets—more than what the teacher says—has an influence on the attitudes students have toward the organization. Students' attitudes toward the organization carry over into their attitudes toward their work and their personal value systems.

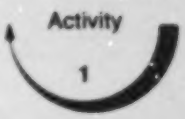
Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Vocational Student Organizations, pp. 6–12, and/or the handbook of the vocational student organization in your service area, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, prepare a written philosophy for a vocational student organization in your service area.



You will be reading the information sheet, Writing a Philosophy for a Vocational Student Organization, pp. 18–19.

You will be writing a philosophy for a vocational student organization in your service area.

You may wish to ask an experienced advisor and/or peers to review and comment on your written statement of philosophy.

Your competency in writing a philosophy for a vocational student organization will be evaluated by your resource person using the Philosophy Checklist, pp. 21–22.

Activity 1

For information on what a philosophy is and what should be included in your personal written philosophy for a vocational student organization, read the following information sheet.

WRITING A PHILOSOPHY FOR A VOCATIONAL STUDENT ORGANIZATION

Once you become actively involved as an advisor to a vocational student organization, you will acquire impressions, beliefs, and attitudes about the organization. Your feelings will, in turn, affect what you do in the organization.

But you need to have a firmly established **personal philosophy** toward vocational student organizations **before** you begin your advisory role, because the success of many of your **initial activities** depends on your ability to communicate to others what the organization is all about.

For example, if you are establishing a new chapter, you need to be able to clearly express the goals of the organization in order to gain the support of the school administration. Your ability to orient prospective members to the goals and benefits of the organization also depends on your knowledge of and attitude toward these goals.

A written statement of your feelings and beliefs—a philosophy—can help you clarify your thinking and, thus, enable you to express your beliefs to others in an organized, coherent fashion.

Of course, others do not need a written statement to know how you feel or what your beliefs are. People can judge your feelings by your expressions, reactions, and actions. But a written statement helps you to analyze and organize your beliefs and gives you a standard by which to judge your own behavior. That is, it helps you to judge whether your **behavior is consistent** with what you profess.

A written philosophy should be a clear statement of your view of vocational student organizations. It should contain a statement of your overall beliefs about (1) the purpose of the organization, (2) the role and responsibilities of the advisor, and (3) the roles and responsibilities of the student members.

No one can give you a philosophy, and you cannot find it in a book. Of course, the official handbook of every vocational student organization contains statements of purposes, goals, values, and benefits, and it discusses the advisor's responsibilities. Official statements will form one important source for developing your personal philosophy. But these statements are only words on paper until you make them come alive for yourself and for others—until you interpret them in a way that has meaning for you as a person and as a vocational educator.

Thus, to develop a philosophy, you need to (1) recall and evaluate your own experiences (e.g., as a member of a vocational student organization) and the reading you have done, and (2) talk to advisors, students, teachers, and others who have had experiences in or with such an organization. You need to think through the **meaning** of the official philosophy of the vocational student organization in your service area, filter it through your experiences, and derive your own, using it as a basis.

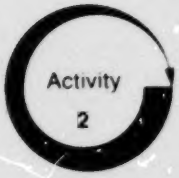
A philosophy is a statement of a belief; the following is an excerpt from such a statement:

> I believe that a vocational student organization is an integral part of the total educational program because it provides real-world experiences through which students can learn certain essentials of living that might otherwise be omitted from their instructional program. I believe that the organizational goal of self-motivation is worthwhile because I have known many, many students who have improved their scholarship through their involvement in a vocational student organization. I believe that the advisor is a key person in the organization. The advisor is responsible for helping students plan activities that assist them in developing into healthy, mature adults and leaders in their community. As an advisor, I will do everything possible to promote the organization.

Your philosophy should be specific to your own beliefs and experiences. It should include a sentence or two describing your general beliefs about the organization. It should outline the goals of your national organization and your feelings about each goal. Most important, it should contain a personal statement about your role as an advisor to a student organization, including the following:

- Your commitment
- Your goals
- The kinds of activities you would help students plan
- How you would use the organization to improve student learning
- The kinds of actions you intend to take in support of your beliefs

Remember that your philosophy will change over time, just as you will change and grow as a person. But your activities in a vocational student organization should be consistent with your beliefs about the organization. And what you profess as a teacher and an advisor should be worthy for students to follow as an example. No doubt, you have heard the saying, "Attitudes are caught and not taught." For your sake, and your students' sake, have a sound philosophy and reasons to back it up—then **conduct yourself accordingly.**



Through your own experiences with a vocational student organization, your readings, or your discussions with others, you should have formed beliefs about the purposes, goals, and values of the organization and of the role of the advisor. Develop a written statement outlining your views, including the reasons you feel as you do.

Also include a description of the actions you intend to take to implement your stated philosophy. In other words, if you say you believe that vocational student organizations ought to attempt to develop the leadership potential of all members, what will you do in support of this belief? How would a person watching you in action as an advisor to a vocational student organization know that you are committed to this particular goal?

You may wish to arrange through your resource person to show your written philosophy to an experienced advisor (other than your resource person) and/or to some peers. You could ask each person to comment on the clarity of your statement, the soundness of your beliefs, the appropriateness of the actions you intend to take in support of them, and so on.

After you have developed your written philosophy, arrange to have your resource person review and evaluate your written statement. Give him/her the Philosophy Checklist, pp. 21–22, to use in evaluating your work.

PHILOSOPHY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

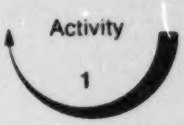
	N/A	No	Partial	Full
The teacher's written philosophy contained statements on the:				
1. purposes and goals of a vocational student organization	☐	☐	☐	☐
2. role of the vocational student organization in vocational education	☐	☐	☐	☐
3. needs of students in relation to the purpose and goals of a vocational student organization	☐	☐	☐	☐
4. benefits that students receive from belonging to a vocational student organization	☐	☐	☐	☐
5. benefits that teachers receive from participating in a vocational student organization	☐	☐	☐	☐
6. role of the advisor in a vocational student organization	☐	☐	☐	☐
7. relationship between student development and the advisor's attitudes and beliefs	☐	☐	☐	☐
8. relationship between the objectives of the organization and the teacher's occupational specialty	☐	☐	☐	☐
9. relationship between organizational activities and student motivation to learn	☐	☐	☐	☐
10. teacher's personal commitment to a vocational student organization	☐	☐	☐	☐
The completed written philosophy:				
11. included reasons for each belief or position stated	☐	☐	☐	☐
12. was specific to the teacher's own beliefs and experiences	☐	☐	☐	☐
13. indicated **how** the teacher intended to implement his/her philosophy (i.e., the actions he/she would take to support his/her stated beliefs)	☐	☐	☐	☐
14. was well organized, clear, and readable	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Writing a Philosophy for a Vocational Student Organization, pp. 18–19, revise your philosophy accordingly, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While serving as an advisor in an **actual teaching situation,*** develop a personal philosophy concerning vocational student organizations.



As an advisor (or assistant to an advisor) of a vocational student organization, develop and demonstrate your personal philosophy concerning the organization. This will include—

- preparing a written statement outlining your personal philosophy toward vocational student organizations or reviewing and revising (if necessary) a philosophy statement you have developed previously
- implementing your philosophy as you fulfill your responsibilities in the organization
- noting any problems you encounter in translating your philosophy into actions and determining solutions

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time.

Because this experience requires you to **implement** your philosophy as you fulfill your duties in the organization, it is suggested that you complete this experience in conjunction with the final experiences in one or more of the other modules in Category H: Vocational Student Organization.

As you implement your philosophy, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your written philosophy and your documentation and to observe at least one instance in which you are actively working with students in the organization.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing a personal philosophy concerning vocational student organizations.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a Personal Philosophy Concerning Vocational Student Organizations (H-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing the philosophy, the teacher considered:						
1. the purpose and goals of a vocational student organization	☐	☐	☐	☐	☐	☐
2. the role of the vocational student organization in vocational education	☐	☐	☐	☐	☐	☐
3. the needs of students in relation to the purpose and goals of a vocational student organization	☐	☐	☐	☐	☐	☐
4. the benefits that students receive from belonging to a vocational student organization	☐	☐	☐	☐	☐	☐
5. the benefits that the teacher receives from participating in a vocational student organization	☐	☐	☐	☐	☐	☐
6. the role of the advisor in a vocational student organization	☐	☐	☐	☐	☐	☐
7. the relationship between student development and the advisor's attitudes and beliefs	☐	☐	☐	☐	☐	☐
8. the relationship between the objectives of the organization and the teacher's occupational specialty	☐	☐	☐	☐	☐	☐
9. the relationship between organizational activities and student motivation to learn	☐	☐	☐	☐	☐	☐
10. the teacher's personal commitment to a vocational student organization	☐	☐	☐	☐	☐	☐
The completed written statement:						
11. included reasons for each belief or position stated	☐	☐	☐	☐	☐	☐
12. was specific to the teacher's own beliefs and experiences	☐	☐	☐	☐	☐	☐
13. indicated **how** the teacher intended to implement his/her philosophy (i.e., the actions he/she would take to support his/her stated beliefs)	☐	☐	☐	☐	☐	☐
14. was well organized, clear, and readable	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
The activities and behaviors of the teacher gave evidence of:						
15. enthusiasm for the vocational student organization	☐	☐	☐	☐	☐	☐
16. general acceptance of the stated goals of the organization	☐	☐	☐	☐	☐	☐
17. willingness to assume the role and responsibilities of the advisor	☐	☐	☐	☐	☐	☐
18. commitment to serving the needs of students in the vocational student organization	☐	☐	☐	☐	☐	☐
In implementing his/her philosophy, the teacher:						
19. provided documented evidence that his/her behavior was consistent with the stated philosophy	☐	☐	☐	☐	☐	☐
20. documented instances in which he/she was not able to translate his/her philosophy into actions	☐	☐	☐	☐	☐	☐
21. suggested adjustments for those areas in which he/she had trouble translating philosophy into actions	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

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ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

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